

Title III Update for COP 10/22/19

1. ELPA21 Peer Review was submitted to USDE last spring and we received a response mid-September. One significant finding was the lack of an alternate ELPA21. The ELPA21 Consortium has recently been awarded a grant to develop an alternate ELPA21 and Nebraska will participate in the development and implementation of that assessment. In addition, the general ELPA21 was found to partially meet requirements of the ESEA, as amended by ESSA, which was expected to be the outcome of the peer review. Allyson is coordinating with the ELPA21 consortium to compose the required response and timeline which will be submitted by the end of October. The target date to complete all items is December 2020. Technical items concerning the test blueprint, validity, and reliability are being provided by the consortium. The major Nebraska-specific items which are to be submitted include:
 - a. **Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards.**
Peer reviewers are requiring an independent evaluation of the ELP standards with the state’s academic content standards.
 - b. **Critical Element 2.3 Test Administration**
Evidence that all staff who administer assessments receive proper training in the administration and use of accommodations for students with disabilities.
 - c. **Critical Element 2.4 Monitoring Test Administration**
Evidence that the state adequately monitors the administration of the assessments to ensure that standardized test administration are implemented with fidelity across districts and schools.
 - d. **Critical Element 3.4 Validity Based on Relationships with Other Variables.**
Evidence that the State’s assessment scores are related as expected with other variables (e.g. relationships of the ELP assessment with other State academic assessments).
 - e. **Critical Element 6.1 State Adoption of ELP Achievement Standards for All Students.**
Evidence that the State adopted ELP achievement standards that address the different proficiency levels of ELs (e.g. evidence of formal adoption or implementation of the cut scores of the assessment).